

NO

## PERFORMANCE TRENDS OVER 4-YEAR PERIOD

**Our School** 

**Mathematics** 

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Average	Below Average	N/A
2003 2004	Average	Unsatisfactory	No

# PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

English/Language Arts

English/Language Arts

Middle Schools with Students like Ours

#### **Definition of Critical Terms**

**Mathematics** 

Very high score; very well prepared to work at next grade level; Advanced exceeded expectations **Proficient** Well prepared to work at next grade level; met expectations Met standards; minimally prepared, can go to next grade level Basic Did not meet standards; must have an academic assistance plan;

**Below Basic** the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

### EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	43	223	82
Percent satisfied with learning environment	81.4%	65.6%	82.1%
Percent satisfied with social and physical enviro	nment 93.0%	73.2%	62.0%
Percent satisfied with home-school relations	57.1%	85.1%	69.2%

bates iviluale								431/022
PACT PERFORMANCE	BY GR	OUP						
		DUP  Rent tet ind  No. 10		and a long to the state of the		Proficient of	Advanced on Profi	cient and street
		en Testill	lested old Br	"Bas.	Basic of	dicien	Mance	cientand st
	Tolli	2401, 010	(8) / 85	POH OF	300	SK0 010	MOL OLO	VGALO
	\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \	<u> </u>	0/0				0/0,	<u>ં</u> / કે
A.II. ( )			Er	igiisii/Lai				
All students	782	98.8	32.7	43.4	21.3	2.6	23.9	17.6
Gender	000	00.0	10.1	40.0	440	0.0	47.4	47.0
Male	392	98.2	40.1	42.8	14.9	2.2	17.1	17.6
Female	389	99.5	25.1	43.9	27.9	3.0	30.9	17.6
Racial/Ethnic Group	290	99.3	16.5	45.7	33.5	4.3	37.8	17.6
White African-American		98.5	43.4	43.7	12.7	1.2	13.9	17.6
	472			42.7 N/A	N/A		N/A	17.6
Asian/Pacific Islander	6	100.0	N/A			N/A		
Hispanic American Indian/Alaskan	13	100.0	23.1	30.8	30.8	15.4	46.2	17.6
	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status Not disabled	000	00.2	26.0	46 F	22.7	2.0	26.6	17.0
Not disabled Disabled	693	99.3	26.9	46.5	23.7	2.9	26.6	17.6
	89	95.5	80.8	17.9	1.3	N/A	1.3	17.6
Migrant Status Migrant	NUA	0.0	N/A	NI/A	NI/A	N/A	N/A	17.6
Non-migrant	N/A	0.0		N/A	N/A			
English Proficiency	782	98.8	32.6	43.4	21.4	2.6	24.0	17.6
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient		98.8		43.6	21.5	2.6	24.1	17.6
Socio-Economic Status	781	90.0	32.3	43.0	21.5	2.0	24.1	17.0
Subsidized meals	389	97.9	46.6	41.1	10.6	1.7	12.3	17.6
Full-pay meals	392	99.7	20.0	45.3	31.3	3.4	34.7	17.6
i dii pay meais	332	33.1	20.0	45.5	31.3	J.4	34.7	17.0
				Mathe	matics			
All students	782	99.6	33.4	45.1	13.0	8.5	21.5	15.5
Gender	102	00.0	00.1	10.1	10.0	0.0	21.0	10.0
Male	392	99.5	34.7	43.2	11.7	10.4	22.1	15.5
Female	389	99.7	32.0	47.1	14.3	6.6	20.9	15.5
Racial/Ethnic Group	303	00.7	02.0	71.1	17.0	0.0	20.0	10.0
White	290	99.3	16.8	51.1	19.3	12.9	32.1	15.5
African-American	472	99.8	45.0	41.1	8.7	5.3	13.9	15.5
Asian/Pacific Islander	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	13	100.0	15.4	38.5	30.8	15.4	46.2	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status	IN//	0.0	14// (	14//1	14// (	14// (	14// (	10.0
Not disabled	693	99.7	27.8	48.0	14.6	9.6	24.2	15.5
Disabled	89	98.9	79.0	21.0	N/A	N/A	N/A	15.5
Migrant Status		20.0			.,,,	,,,,		10.0
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	782	99.6	33.2	45.2	13.1	8.6	21.6	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	781	99.6	33.2	45.1	13.1	8.6	21.7	15.5
Socio-Economic Status								
0 1 1 1 1	00-	00.5	45.7	40.6	7.0	4.0	40.0	45.5

45.4

21.8

42.0

48.2

99.5

99.7

392

7.8 17.9

12.1

15.5 15.5

12.6

30.0

Subsidized meals

Full-pay meals

# PACT PERFORMANCE BY GRADE LEVEL

FAL								
		Enrolle	ent ist ind	/ do /	alow Basic	/.c. /	Proficient old	Advanced Advanced
		roller	10,462,V	lested alot	Flow C	Basic ol	Profit	Advanced Advanced
		/ Em O	87	0/0		/		0/01
	Grade 3	N/A	N/A	Englisi N/A	n/Languag N/A	ge Arts N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2002	Grade 6	218	N/A	24.6	45.0	25.6	4.7	30.3
	Grade 7	278	N/A	23.1	53.5	22.0	1.5	23.4
	Grade 8	217	N/A	33.5	44.8	20.2	1.5	21.7
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 6	257	98.1	29.6	39.2	26.3	5.0	31.3
	Grade 7	248	98.8	30.0	45.9	22.3	1.8	24.1
V	Grade 8	277	99.6	37.5	45.2	16.2	1.1	17.3

				М	athematic	• •		
_	Grade 3	N/A	N/A		N/A		N/A	N/A
				N/A		N/A	-	
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2002	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	Grade 6	218	N/A	27.8	46.2	18.4	7.5	25.9
	Grade 7	278	N/A	34.9	41.8	14.5	8.7	23.3
•	Grade 8	217	N/A	43.7	45.6	8.3	2.4	10.7
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
20	Grade 6	257	99.6	29.5	41.0	16.0	13.5	29.5
	Grade 7	248	99.6	33.2	45.7	11.7	9.4	21.1
•	Grade 8	277	99.6	37.1	48.2	11.4	3.3	14.7

# SCHOOL PROFILE

C	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 820)				
Students enrolled in high school credit courses (grades 7 & 8)	10.6%	Down from 11.6%	15.6%	14.4%
Retention rate	0.7%	Down from 2.3%	2.3%	2.3%
Attendance rate Eligible for gifted and talented	95.7%	Down from 95.9%	95.4%	95.2%
	17.2%	Up from 16.7%	17.0%	13.6%
On academic plans On academic probation	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A
With disabilities other than speech Older than usual for grade	10.9%	Up from 10.6%	15.0%	14.1%
	5.5%	Down from 5.7%	4.9%	4.9%
Suspended or expelled	8.4%	Down from 9.3%	1.4%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 51)				
Teachers with advanced degrees	49.0%	Up from 46.0%	47.4%	47.1%
Continuing contract teachers	64.7%	Up from 58.0%	85.0%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	74.6%	Up from 65.7%	86.4%	84.3%
Teacher attendance rate Average teacher salary	94.8%	Up from 93.2%	95.3%	95.0%
	\$36,111	Down 0.1%	\$40,098	\$39,924
Prof. development days/teacher	13.5 days	Up from 9.4 days	10.5 days	10.7 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio	22.9 to 1	Up from 11.2 to 1	21.8 to 1	21.0 to 1
Prime instructional time Dollars spent per pupil*	87.5%	No change	89.0%	88.9%
	\$5,527	Down 2.1%	\$5,659	\$5,854
Percent spent on teacher salaries* Opportunities in the arts	59.5%	Up from 57.4%	62.1%	62.0%
	Good	No change	Good	Good
Parents attending conferences SACS accreditation	92.9%	Down from 95.1%	94.5%	94.8%
	yes	N/A	yes	yes

<sup>\*</sup> Prior year audited financial data are reported.

	Our District	State	
Highly qualified teachers in low poverty schools	N/A	N/A	
Highly qualified teachers in high poverty schools	N/A	N/A	

				-
Δhhra	wiati∧n	e tor i	Missina	I lata

N/A Not Applicable N/C Not Collected N/R Not Reported I/S Insufficient San	ıple
--	------

#### REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

As we at Bates Middle School continue the march toward excellence, we must remain focused and vigilant to the idea that "children come first." Their future aspirations and goals rest upon what the administration and faculty accomplishes here each and every day. Along those same thoughts, we can only do our best if we have the full cooperation of students, parents and the community at-large. Students and parents must be prepared to work hard and do their part and the administrators and faculty must keep the lines of communication open at all levels.

We are continuing our efforts to meet the school's everyday challenges. Those challenges are: 1) continue to raise the level of parental involvement; 2) challenge students to achieve at every level; 3) move students at least one level above their current PACT performance and to maintain excellence for those who have reached the advanced level; 4) continue to reassess the curriculum needs of students; 5) challenge students to get involved in school and the community; and 6) continue to make parents an integral part of the educational process.

Bates Middle School students are some of the best students in the entire state. They deserve the best educational experience possible and we will deliver on that commitment.

Anthony Graham Principal Bates Middle School

### DEFINITIONS OF SCHOOL RATING TERMS

- Excellent School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.